U.S. Department of Education

September 2003

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Mrs. Marylou Seeman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Franklin Elementary School
(As it should appear in the official records)

School Mailing Address 2627 East 17th Avenue
(If address is P.O. Box, also include street address)

Spokane	WA	99223-5100
City	State	Zip Code+4 (9 digits total)

Tel. (509) 354-2620 Fax (509) 354-2666

Website/URL http://www.spokaneschools.org E-mail MarySe@spokaneschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Dr. Brian Benzel
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Spokane Public School District 81 Tel. (509) 354-5900

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board Mr. Rocco N. Treppiedi
(Specify: Ms., Miss, Mrs., Dr., Mr. Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

		(Other :
35	Elementary schools	Pre-Schools
6	Middle schools	Court-ordered
	Junior high schools	Group Home
6	High schools	Hospital
30	Other (Briefly explain)	Homeless Youth)
77	TOTAL	

2. District Per Pupil Expenditure: $7,795.03

   Average State Per Pupil Expenditure: $7,224.85

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. Two (2) Number of years the principal has been in her/his position at this school.

   Five (5) If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	16	11	**27**		**7**			
1	24	24	**49**		**8**			
2	28	29	**57**		**9**			
3	27	23	**50**		**10**			
4	33	28	**61**		**11**			
5	27	21	**48**		**12**			
6	19	27	46		Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					338

6. Racial/ethnic composition of the students in the school:

83.7%	White
6.8%	Black or African American
2.1%	Hispanic or Latino
3.8%	Asian/Pacific Islander
3.6%	American Indian/Alaskan Native
100% Total	

7. Student turnover, or mobility rate, during the past year: 22%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	35
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	38
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	73
(4)	Total number of students in the school as of October 1	338
(5)	Subtotal in row (3) divided by total in row (4)	.22
(6)	Amount in row (5) multiplied by 100	22%

8. Limited English Proficient students in the school: 6.5%

22 Total Number Limited English Proficient

Number of languages represented: 5
Specify languages: Ukrainian, Spanish, Vietnamese, Bosnian. Russian, and Asian/Pacific Islander

9. Students eligible for free/reduced-priced meals: 51.1%

173 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15.9%
    54 Total Number of Students Served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

2	Autism	0	Orthopedic Impairment
0	Deafness	6	Other Health Impaired
0	Deaf-Blindness	18	Specific Learning Disability
0	Hearing Impairment	24	Speech or Language Impairment
3	Mental Retardation	0	Traumatic Brain Injury
1	Multiple Disabilities	0	Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	14	2
Special resource teachers/specialists	3	0
Paraprofessionals	1	1
Support staff	2	1
Total number	21	4

12. Average school student-"classroom teacher" ratio: 22.67:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94%	94%	95%		
Daily teacher attendance	97%	98%	97%		
Teacher turnover rate	1%	1%	1%		
Student dropout rate	n/a	n/a	n/a		
Student drop-off rate	n/a	n/a	n/a		

PART III - SUMMARY

Franklin Elementary School's mission is to provide a rigorous, child-centered education for all students. We believe that every child is unique, can learn and experience academic success. We believe that improved learning for every student begins with the strengthening of instructional practices. Washington State's Essential academic Learning Requirements ensure that everyone is working toward a clear and common goal. We support this mission of improved student learning through a collaborative effort between students, staff, families, and community.

Franklin is a relatively small school serving 354 students, K-6. We are set in an older residential neighborhood three miles from the city center of Spokane. Our population is culturally and economically diverse. Students from many ethnic groups attend Franklin. We have an ELL (English Language Learners) population consisting primarily of Hispanic, Russian, Bosnian, and Ukrainian families. Approximately 50% of our student body qualifies for free or reduced lunch. Franklin Elementary also houses the Alternative Parent Participation Learning Experience program (A.P.P.L.E.) for students in grades 1-6. A.P.P.L.E. students comprise almost 20% of the total population at Franklin and come to us from all over the district. Students have made significant gains yearly in test scores on the 2000 through 2003 Washington Assessment of Student Learning (WASL). We celebrate the growth students at Franklin have made while at the same time commit to academic success for every student.

The Franklin staff is comprised of dedicated educators who maintain a strong sense of loyalty and high academic expectations for Franklin students. Teachers collaborate regularly to share best instructional practices, to consider assessment results, and to review goals. Teachers are involved in ongoing training and professional book studies to further reflect upon and improve their instruction.

The families of Franklin Elementary have a long history of school involvement based on strong participation in homework programs, classroom volunteer programs, academic focus events, social events, and fund raisers. We have an active Parent Teacher Group which supports and helps to implement our shared mission.

We maintain community partnerships with Eastern Washington University and Washington State University. Franklin is a training site for student attending education classes and completing student teaching. We also benefit from community volunteers, many of whom are senior citizens, who participate in the Literacy Volunteer Program. This program assists students in maintaining reading and writing proficiencies. We are dedicated to working with students, staff, families, and our community to provide a strong and effective education for every student who attends Franklin.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Franklin students made substantial gains from 2002 to 2003 on both state and local standardized tests in the areas of Reading and Mathematics. Reading scores showed increases in all three standardized tests. Third grade students at Franklin showed a 5% increase from 2001-02 to 2002-03. District and state Reading scores for the same period showed only a 1% increase. Franklin third graders tested 3% higher than students district wide and statewide in 2003.

   Fourth grade Reading scores increased by 17% from 2002 to 2003. The district projected goal for

Franklin was only 56.2% of students meeting the standard by 2003. However, 89% of our fourth graders met the standard in 2003. Statewide, only 66% of students met the standard.

In the sixth grade, the number of students achieving average scores in the reading portion of the standardized test increased by 5% from 57% to 62%. Our students continue to have commensurate reading skills compared to 6th graders district and state wide. Sixth grade language scores are 4% above those of the district and 6% above state scores. Our students scored higher than students nationwide on 22 out of 26 subtests in language arts.

Franklin math scores realized equally impressive gains. Third graders realized an 8% increase in math scores from 2002 to 2003. District and state math achievement scores only increased by 1% each. Franklin students improved their academic performance from 35% to 44% in the high achievement range. The number of students scoring in the low range decreased from 22% to 13%. We are particularly proud of Problem Solving scores which improved by 9%. Estimation scores increased by 16%.

There was a 7% increase in overall math achievement among fourth grade students. 87.3% of Franklin fourth graders met the standard compared to 55.2% of students statewide and 65% of students district wide. Our students scored in the 91st percentile in Algebraic thinking and the 85th percentile in Problem Solving and Reasoning. The district estimated math achievement for Franklin in 2003 was 35%. Our actual achievement was 87%.

Standardized test scores in math for the sixth grade were 4% higher than district scores and 6% higher than the state in 2003. Sixth grade students at Franklin scored higher than sixth graders nationwide on 19 out of 23 math subtests.

2. Assessment data provided valuable information for teachers. We used test scores to help identify instructional areas needing improvement. Early test scores (1998-99) indicated that our students needed improved instruction in mathematics, particularly Number Sense and Algebraic Thinking. Increased staff development in those areas led to the creation of math communities within our school. Primary students were invited to observe and participate in intermediate math communities as students worked with one another on sample problems. Consultants from within and outside the district were invited to teach master lessons. Parent involvement was encouraged through parent training and all school math nights. As a result of the focus created by studying assessment data, our overall math achievement improved dramatically. Specifically, our scores in Number Sense and Algebraic Thinking increased by 33% and 26%, respectively, compared to schools with similar performance.

   Reading performance also increased due to intentional instruction driven by assessment data. Low scores in comprehension of non-fiction text prompted us to write a grant sponsored by the Charlotte Martin Foundation to purchase appropriate student non-fiction books and hire an outside consultant to work with students and staff in many areas of reading comprehension. Our LAP and Title 1 instructors worked with students and staff to improve instruction of comprehension strategies. Most of our staff has taken advantage of district provided training in the Apprentice Model of Teaching and Learning to teach reading strategies. Our students have benefited from improved instruction. It shows improved scores overall and a 15% improvement in non-fiction comprehension. As our staff continues to analyze assessment data, we are committed to working toward a clear and comprehensive building plan for improved instruction. We use all information available to understand and improve student and school performance.

3. Our school uses several formats to communicate student performance to parents, students, and the community. Our district requires our school to report student performance at least three times per year. We report academic progress through mid-term grades which are sent home for parent review. In addition, the parents are offered the opportunity to conference with their child's teacher and principal at this time. Also, report cards are presented to the parents in conjunction with a conference three times during the school year. Moreover, homework assignments – a form of skill performance communication, are sent home for students in grades K-6 on a daily/weekly basis.

   Informal communication between the parent, student, and teacher are realized through continuous verbal and written notification. The community is informed of our accomplishments through a monthly newsletter and an end of the year status report. This report includes state and federal testing results. These scores are published in the local newspaper. We communicate to parent and the community through monthly A.P.P.L.E. Action meetings as well as monthly PTG and Site Council meetings.

   In an effort to enhance communication between teachers, parents, and students many teachers send home daily report cards. This enables the parents and students to be aware of the child's performance on a daily basis. This close partnership between school and home promotes accountability and positive academic results on national, state, and local assessments.

4. Franklin shares its successes in many ways and will continue to explore new avenues of communication. We value the opportunity to share and collaborate with others, as it benefits both parties.

   At the district level, administrators, teachers, and facilitators have many opportunities to share accomplishments through professional meetings, workshops, and committee work. Educators from Franklin currently contribute to staff development throughout the state.

   Inviting visiting educators from teacher training programs and other schools to observe the implementation of new teaching practices is an important way in which Franklin shares its achievement. Another mutually beneficial partnership is the integration of student teachers and practicum students into our learning community. It is through this collaboration that our practices are transmitted to teacher-training programs at the university level.

   Franklin anticipates more fully utilizing district level communication systems including the district web page and newsletter to deliver important information.

   Franklin feels that sharing our success with others is not only our professional responsibility but the key to continued growth. Through numerous means of communication we are able to share valuable information with others. Thus, the growth of Franklin is reflected in the growth of others.

PART V – CURRICULUM AND INSTRUCTION

1. Upon leaving Franklin school, students will demonstrate the ability to:

   Acquire and use the principles and concepts of equity, including the rights and responsibilities of self and others.

Read with comprehension, produce quality writing, and communicate effectively and responsibly in a variety of ways and settings.

Know and apply the core concepts and principles of health and fitness, mathematics, social studies, the sciences and the arts.

Think analytically, logically, and creatively. In addition they will integrate experience, knowledge, and understanding to form reasoned judgements and solve problems in groups and independently.

Integrate core academic concepts and skills with life experiences; and understand the importance of work and how personal performance, effort, and decision directly affect career and educational opportunities.

Utilize information technologies, including computers, to communicate, acquire, promote and apply information to produce high quality products.

Communication: Franklin students will use listening and observation skills to gain understanding.

Reading: Franklin students will understand and use different skills and strategies to read. Our students will read different materials for a variety of purposes and understand the meaning of what is read. Students will ultimately set goals and evaluate their progress to improve their reading.

Writing: Franklin students will write clearly and effectively using the traits of quality writing. They will write in a variety of forms for different audiences and purposes. The students will understand and use the steps of the writing process to analyze and evaluate the effectiveness of their written work.

Math: Franklin students will understand and use number sense, probability and statistics, problem solving, mathematical reasoning, communication and connections to solve daily and life long problems.

Science: Franklin students will understand, observe, inquire, hypothesize, communicate, record and organize data.

Social Studies: Franklin students will analyze and understand the history, civics, geography and economics of local community, state, national and world cultures.

Art: Franklin students will understand and use elements, principles, techniques, function, style, presentation, individual development, problem solving and communication through the visual arts.

2. Our reading program is based on current research and the most successful instructional practices available. This research has shown that the four components children need to become proficient readers are choice, time, community, and responsibility. These components are embraced and utilized by our staff at Franklin. The current instructional materials in our classrooms include "Strategies That Work" (Harvey & Gordvis, 2000), "Reading With Meaning" (Miller, 2002), and "I Read It, But I Don't Get It" (Tovani, 2000).

We use the Apprenticeship Model of Teaching and Learning because we believe that for children to become proficient and life-long readers they need intentional modeling of cognitive strategies, with a gradual release of responsibility through shared and guided practice. Student literature includes quality trade books, picture books, and non-fiction materials.

We encourage families to engage in a reading partnership with their children and our school community by hosting reading nights, and communicating reading goals and strategies through conferences, newsletters, and homework.

The greatest strength of our reading program is that as teachers, we ourselves are a caring, cohesive community dedicated to collaborating, sharing, and the lifelong journey of learning.

3. Over the past several years, Franklin's math scores have significantly increased. We attribute this to the rigorous academic math program developed for all students. The students, staff, families, and community volunteers at Franklin collaborate to create an environment where students are encouraged to reach and surpass high expectations in math.

   Students participate in "math communities" (small group rotations) where they work together to practice critical thinking skills in preparation for performance based assessments. You will also hear children in our classrooms using common math vocabulary K-6 as they problem solve, use mathematical reasoning, communicate with each other, and make connections to their world.

   Grade level teams (staff) meet regularly to review assessment results in order to select inservices that will enrich future classroom instruction. The NCTM and our state curriculum committees provide math foundations that staff incorporates into instruction at each grade level. This provides consistency and continuity, establishing an environment of rigorous academic work in number sense, measurement, geometric sense, probability and statistics, and algebraic sense.

   Families at Franklin participate in an annual Math Night that gives everyone a chance to learn math concepts through games and estimation activities. Parent and their children leave with materials and instructions to continue these investigations at home throughout the year. Homework is designed to support this model as well, actively involving and informing parents of math foundations.

   Every year community volunteers lead "Math is Cool" competitive teams. These leaders give our students the chance to apply their math skills at community, district, and state math competitions.

   We feel strongly that the collaborative effort between students, staff, families, and community volunteers creates math success for all children at Franklin.

4. The instructional methods that are used at Franklin Elementary to improve student learning are:
   Reading – A balanced literacy program under the umbrella of Reader's Workshop presented through an apprentice model of teaching and learning. We use collaboration time for professional development to do book studies such as Strategies That Work to improve student comprehension.
   Writing – Writing instruction is presented through a Writer's workshop format to teach the writing process, the forms of writing and the traits of quality writing.
   Math – We utilize the district curriculum and incorporate various problem solving strategies through programs such as Bridges (K-2), Investigations (3-4), and Connected Math (5-6). Common math vocabulary appropriate to grade level is presented and practiced.

Enduring understandings and essential questions as presented in Understanding by Design are incorporated throughout the curriculum. Assessment of student understanding is completed through self evaluation, rubrics and checklists, informal assessments such as conferences and observations, and formal assessments such as running records, DRA's, QRI's, and district mandated assessments.

5. In our mission to provide a rigorous child-centered education for every Franklin student, our teachers participate on a regular basis in professional development opportunities. All opportunities that we choose as a staff support this mission. We are committed to growing as learners and teachers through new training, which focuses on process (organizational structures), content (instructional practices) and/or affect (relationships).

   Examples of our past professional development opportunities include the Apprenticeship Model of Teaching and Learning (AMTL), which stresses modeled instruction, shared and guided practice. The staff studied Strategies That Work, which has built a foundation of comprehension strategies for proficient readers at all grade levels. As a follow-up study we have committed to additional training in reading comprehension strategies for a second year through professional book study groups. In writing, the entire staff completed training in two writing innovations, Writers Workshop and Four Square Writing Method. For affective training all teachers have been trained in Professional Learning Communities, Love and Logic, and Tribes.

   As Franklin teachers implement new learning in their classrooms, they have witnessed the impact this has had on student achievement. The consistency and commonality of our practices has provided a safe and unified backdrop for our learners. Students have demonstrated an excitement and enthusiasm for writing. They also read with improved comprehension, showing an ability to make meaningful connections.

   Our goal at Franklin is that every teacher continues his/her professional development in order to ensure academic success for all students.

Franklin Elementary Dept of Education Blue Ribbon Schools Program Application								
Test	Iowa Test of Basic Skills Grade 3			**MATH**				
Edition	3/16/95			Publisher		Riverside Publishing		
Number of students in the grade in which the test was administered								
Number of students who took the test								
What groups were excluded from testing? Why, and how were they assessed?								
Excluded students generally special education students with an individual education plan directing them to participate in alternate assessments.								
Scores are reported here as: Percentiles								
Testing Month: March		**2002-2003**	**2001-2002**	**2000-2001**				
SCHOOL SCORES								
Total Score		69	61	64				
Number of Students Tested		48	51	53				
Number of Students Excluded								
Percent of Students Excluded								
SUBGROUP SCORES								
1. Free & Reduced Lunch		53	48	49				
Number of Students Tested		27	27	24				
2. Students of Color *								
Number of Students Tested								
* Groups less than 10 not reported								

Franklin Elementary Dept of Education Blue Ribbon Schools Program Application								
Test	Iowa Test of Basic Skills Grade 3			**READING**				
Edition	3/16/95			Publisher		Riverside Publishing		
Number of students in the grade in which the test was administered								
Number of students who took the test								
What groups were excluded from testing? Why, and how were they assessed?								
Excluded students generally special education students with an individual education plan directing them to participate in alternate assessments.								
Scores are reported here as: Percentiles								
Testing Month: March		**2002-2003**	**2001-2002**	**2000-2001**				
SCHOOL SCORES								
Total Score		61	56	55				
Number of Students Tested		47	52	53				
Number of Students Excluded				2				
Percent of Students Excluded				3.6				
SUBGROUP SCORES								
1. Free & Reduced Lunch		49	44	42				
Number of Students Tested		27	28	24				
2. Students of Color *								
Number of Students Tested								
*Groups less than 10 not reported								

Franklin Elementary Dept of Education Blue Ribbon Schools Program Application									
Test	Washington Assessment of Student Learning Grade 4				**MATH**				
Edition	2003				Publisher		Riverside Publishing		
Number of students in the grade in which the test was administered									
Number of students who took the test									
What groups were excluded from testing? Why, and how were they assessed?									
Excluded students generally are special education students with an individual education and are required to participate in the Washington Alternative Assessment.									
"Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make									
clear what the results mean in a way that someone unfamiliar with the test can interpret the results."									
Dept of Ed Category		**WA State WASL Category**							
		Level 1	Well below Standard						
% At or Above Basic		Level 2	Approaching Standard						
% At or Above Proficient		Level 3	Meeting Standard						
% At Advanced		Level 4	Exceeding Standard						
Testing Month: April/May		**2002-2003**	**2001-2002**	**2000-2001**					
SCHOOL SCORES									
% At or Above Basic (Lvls 2,3,4)		96.4	94.6	89.5					
% At or Above Proficient (Lvls 3,4)		87.3	80.4	68.4					
% At Advanced (Level 4)		52.7	60.7	42.1					
Number of students tested		55	56	55					
Percent of total students tested		100	100	96.5					
Number of students excluded		0	100	2					
Percent of students excluded		0	0	3.5					

SUBGROUP SCORES								
1. Free & Reduced Lunch								
% At or Above Basic (Lvls 2,3,4)	95.6	90.6	84.6					
% At or Above Proficient (Lvls 3,4)	86.9	68.8	57.7					
% At Advanced (Level 4)	60.9	46.9	34.6					
Number of students tested	23	32	26					
2. Students of Color *								
% At or Above Basic (Lvls 2,3,4)	90.0	90.0						
% At or Above Proficient (Lvls 3,4)	60.0	80.0						
% At Advanced (Level 4)	10.0	40.0						
Number of students tested	10	10						
STATE SCORES								
1. Free & Reduced Lunch								
% At or Above Basic (Lvls 2,3,4)	79.2	78.7	71.8					
State Mean Score **								
% At or Above Proficient (Lvls 3,4)	55.2	51.8	43.4					
State Mean Score								
% At Advanced (Level 4)	26.7	24.8	20.3					
State Mean Score								
* Groups less than 10 not reported								
** Reported here are the percentages at each level for the state								

Franklin Elementary Dept of Education Blue Ribbon Schools Program Application								
Test	Washington Assessment of Student Learning Grade 4				**READING**			
Edition	2003				Publisher		Riverside Publishing	
Number of students in the grade in which the test was administered								
Number of students who took the test								
What groups were excluded from testing? Why, and how were they assessed?								
Excluded students generally are special education students with an individual education and are required to participate in the Washington Alternative Assessment.								
"Explain the standards for basic, proficient, and advanced (or the relevant state categories), and make clear what the results mean in a way that someone unfamiliar with the test can interpret the results."								
Dept of Ed Category		**WA State WASL Category**						
		Level 1	Well below Standard					
% At or Above Basic		Level 2	Approaching Standard					
% At or Above Proficient		Level 3	Meeting Standard					
% At Advanced		Level 4	Exceeding Standard					
Testing Month: April/May		**2002-2003**	**2001-2002**	**2000-2001**				
SCHOOL SCORES								
% At or Above Basic (Lvls 2,3,4)		98.2	92.9	94.7				
% At or Above Proficient (Lvls 3,4)		89.1	76.8	73.7				
% At Advanced (Level 4)		34.2	32.1	31.6				
Number of students tested		55	56	56				
Percent of total students tested		100	100	98.2				
Number of students excluded		0	0	1				
Percent of students excluded		0	0	1.6				

SUBGROUP SCORES							
1. Free & Reduced Lunch							
% At or Above Basic (Lvls 2,3,4)	95.6	87.5	88.5				
% At or Above Proficient (Lvls 3,4)	86.9	68.8	57.7				
% At Advanced (Level 4)	21.7	21.9	26.9				
Number of students tested	23	32	26				
2. Students of Color *							
% At or Above Basic (Lvls 2,3,4)	100.0	100.0	100.0				
% At or Above Proficient (Lvls 3,4)	80.0	70.0	71.4				
% At Advanced (Level 4)	10.0	30.0	28.6				
Number of students tested	10	10	7				
STATE SCORES							
1. Free & Reduced Lunch							
% At or Above Basic (Lvls 2,3,4)	92.0	93.9	93.5				
State Mean Score **							
% At or Above Proficient (Lvls 3,4)	66.7	65.6	66.1				
State Mean Score							
% At Advanced (Level 4)	24.0	27.0	21.5				
State Mean Score							
* Groups less than 10 not reported							
** Reported here are the percentages at each level for the state							

Franklin Elementary Dept of Education Blue Ribbon Schools Program Application								
Test	Iowa Test of Basic Skills Grade 6			**MATH**				
Edition	3/16/95			Publisher			Riverside Publishing	
Number of students in the grade in which the test was administered								
Number of students who took the test								
What groups were excluded from testing? Why, and how were they assessed?								
Excluded students generally special education students with an individual education plan directing them to participate in alternate assessments.								
Scores are reported here as: Percentiles								
Testing Month: March		**2002-2003**	**2001-2002**	**2000-2001**				
SCHOOL SCORES								
Total Score		64	71	77				
Number of Students Tested		43	37	46				
Number of Students Excluded								
Percent of Students Excluded								
SUBGROUP SCORES								
1. Free & Reduced Lunch		50	64	75				
Number of Students Tested		23	17	24				
2. Students of Color *								
Number of Students Tested								
* Groups less than 10 not reported								

Franklin Elementary Dept of Education Blue Ribbon Schools Program Application								
Test	Iowa Test of Basic Skills Grade 6			**READING**				
Edition	3/16/95			Publisher			Riverside Publishing	
Number of students in the grade in which the test was administered								
Number of students who took the test								
What groups were excluded from testing? Why, and how were they assessed?								
Excluded students generally special education students with an individual education plan directing them to participate in alternate assessments.								
Scores are reported here as: Percentiles								
Testing Month: March		**2002-2003**	**2001-2002**	**2000-2001**				
SCHOOL SCORES								
Total Score		55	69	66				
Number of Students Tested		42	37	46				
Number of Students Excluded								
Percent of Students Excluded								
SUBGROUP SCORES								
1. Free & Reduced Lunch		40	55	61				
Number of Students Tested		21	17	24				
2. Students of Color *								
Number of Students Tested								
* Groups less than 10 not reported								